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ABSTRACT

This manual presents the trainee's workbook and the trainer's guidelines for the second of six modules in a teacher inservice series developed to promote the unified effort of both regular and special education personnel in understanding and applying nationally recognized practices to implement fully inclusive education for students with diverse learning abilities and disabilities. Module 2 is on curriculum matrixing and the Team Environmental Assessment Mapping System (TEAMS). The trainee workbook is in the form of: (1) 24 transparency masters which provide information on curriculum matrixing objectives, steps in the TEAMS process, community and school interaction questions, and steps for curriculum matrixing; and (2) three activities applying these principles. Trainer guidelines offer learner objectives and suggested comments in the areas of planning for inclusion, teams, and designing an inclusive curriculum. A pre/posttest is also included. (DB)

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ED 391 312

An Instructional Series

Innovative Practices that Support Students with Diverse Learning Abilities in Neighborhood Schools

Building Inclusive Schools

MODULE 2 Curriculum Matrixing

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EC 304 561

University of Kansas
Schiefelbusch Institute
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Module 2

Curriculum Matrixing: Planning and Adaptation of Skills that Promote Inclusion

Trainee Workbook

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Kansas Project for the Utilization of Full Inclusion Innovations for Students with Severe Disabilities

The Purpose of this Series

This series will: 1) promote the widespread use of promising, nationally recognized practices advocating fully inclusive education for students with diverse learning abilities in their neighborhood schools, and 2) provide an instructional package that promotes these promising practices through the unified effort of both regular and special education personnel.

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CurriclumMatrixing Objectives

The trainee will. . .

use the TEAMS process to illustrate and analyze the interactions of the school environment and sub-environments of a student with diverse learning abilities.

demonstrate curriculum matrixing skills by planning the inclusion of IEP goals and objectives of one student with diverse learning abilities into the general education classroom.

Team Environmental Assessment Mapping System

Team contributes information

Environments in which a student lives, works, and plays

Assess the impact of environments on educational decisions

Map the student's environments

Systematic process for gathering, analyzing, and using student environmental information

Five Steps to TEAMS Process

Determine the Purpose of TEAMS

Determine Sub-environments

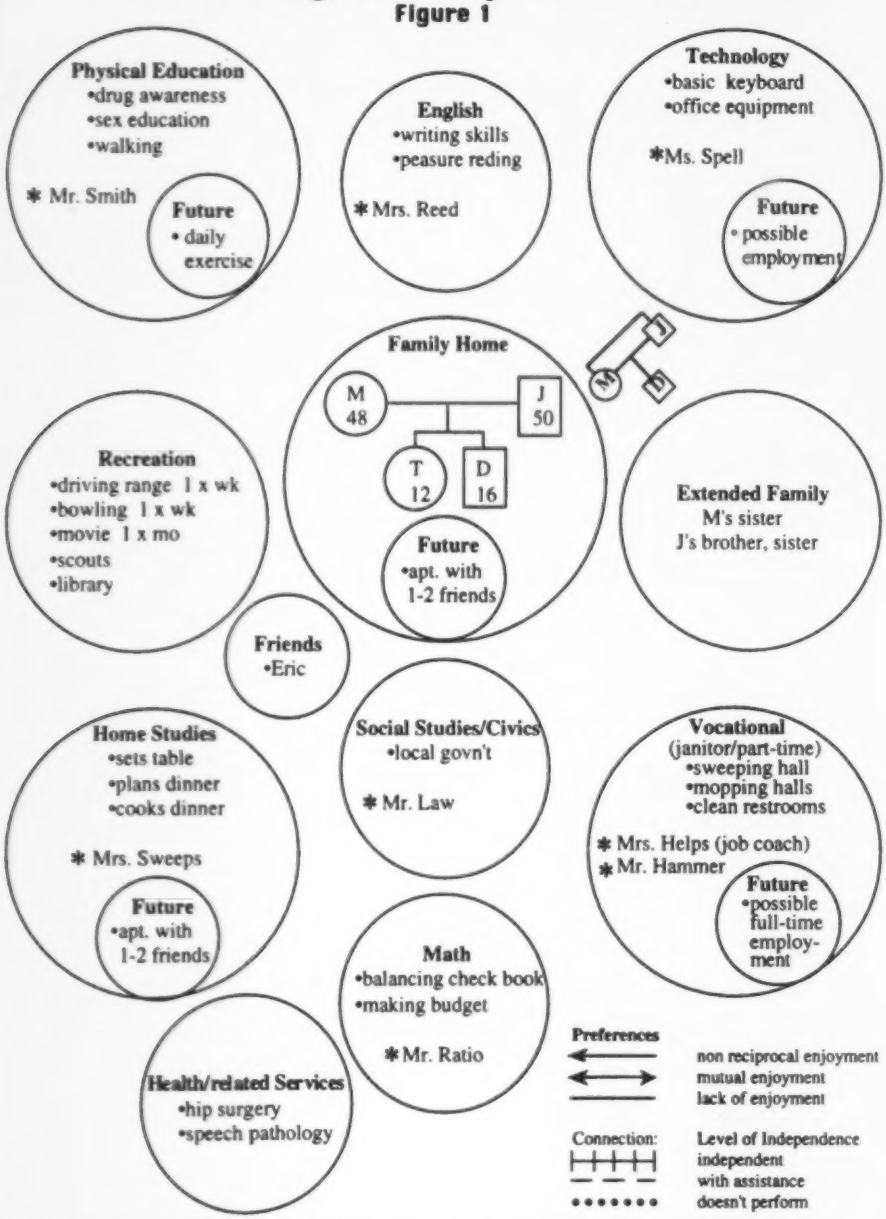
Develop TEAM Questions

Draw TEAMS

Analyze TEAMS

School TEAMS
Including Family Interactions

Figure 1

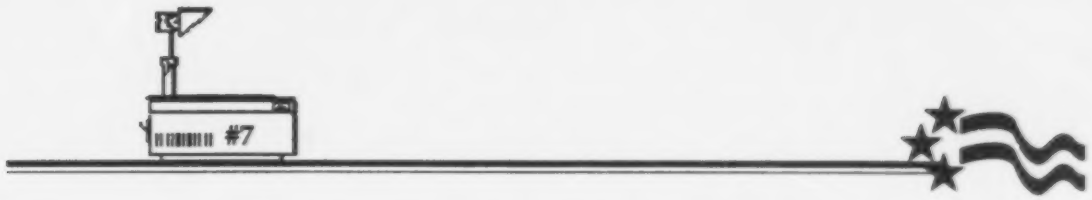


Step 1: Determine the purpose of TEAMS

What information is the team interested in obtaining?

Step 2: Determine sub-environments

What smaller settings or situations make up the larger envirnments?



Step 3: Develop TEAMS questions

What specific questions identify student interactions within and among sub-environments?

TEAMS Questions

Family/Home

1. Who lives at home with _____?
2. What is their relationship to_____?
3. How old are they?
4. What does (relative's name) enjoy doing with _____?
5.

Friends and Significant Others

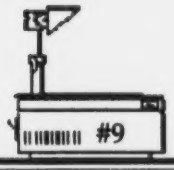
1. Who are _____'s friends?
2. How old are they?
3. What types of activities does _____ like to do with them?
4. Where do they like to go?
5.

Classroom (academic)

1. What academic classes are schedules for _____?
2. Where does _____ receive instruction in math, reading, social studies, etc.?
3.
4.
5.

Extra Curricular

1. What after school activities does _____ participate in?
2. Are there activities positive for _____?
   If they are not positive, why?
3.
4.
5.

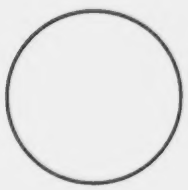


Step 4: Draw TEAMS

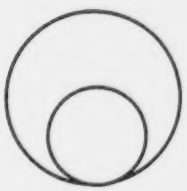
How will student interactions among sub-environments be illustrated?

Symbols and Markers

Subenvironments



Large circles = subenvironments

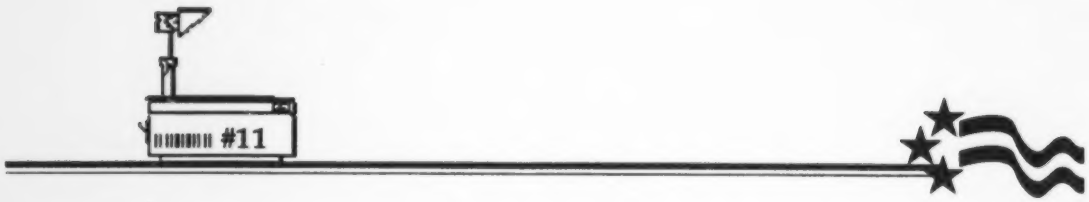


Smaller circles within large circles = future environments

People

Small squares = males

Small circles = females



Legend

(+) = Strong positive interaction

(-) = Strong negative interaction

– – – – = Weak interactions

|–|–|–|–| = Tenuous intractions

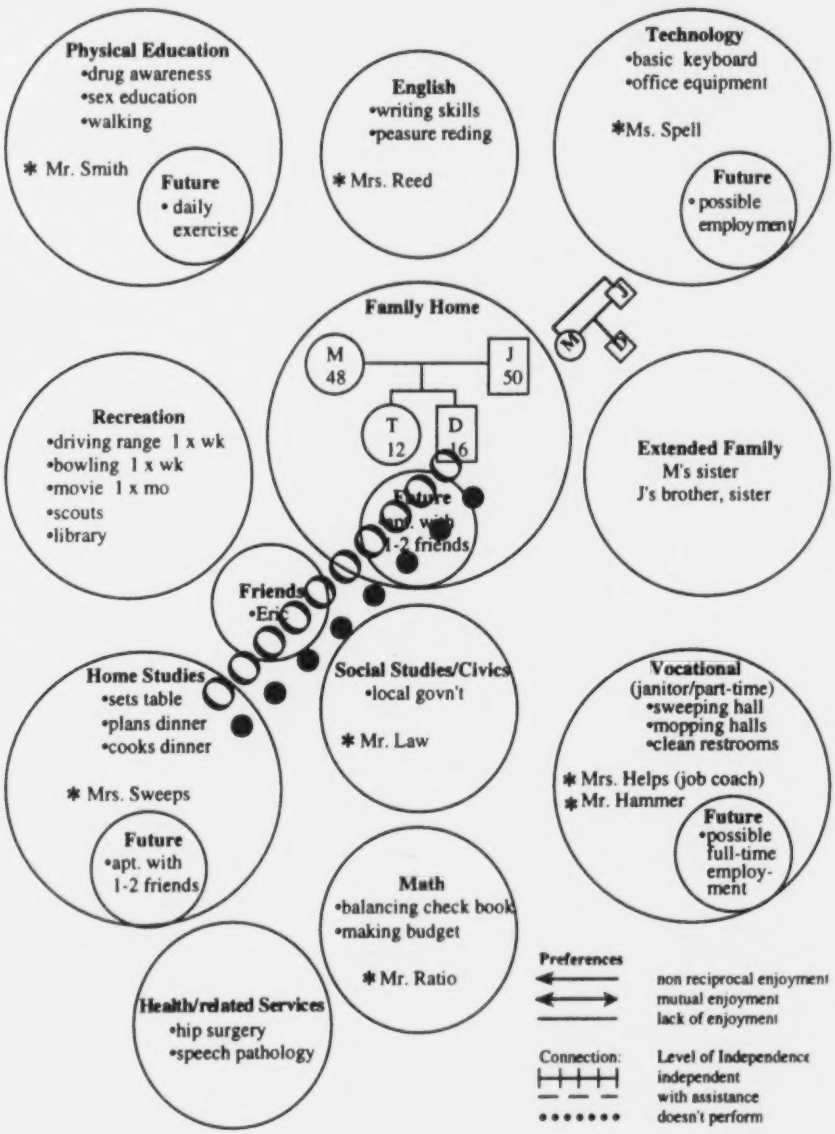
◄——► = Reciprocal

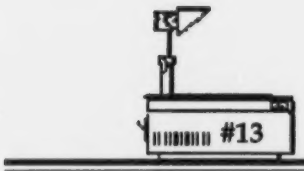
——► = One direction

ooooo = Independence

••••••• = Needs assistance

School TEAMS
Instructional Sub-environments





Step 5: Analyze TEAMS

What questions do the team need answered about student interactions within the identified environment?

Community Interaction Questions

What are the needs (current and future) versus wants of the student and family?

Are the needs of this student and family being met?

What resources are currently available?

What is the "fit" between identified needs and resources (potential, actual) for meeting those needs?

How can we match student and family needs with resources(potential, actual) ?

What additional resources are/could be made available?

School Interaction Questions

What are the instructional needs of this student?

What type of relationships exist for this student in academic and non-academic classes?

What resources are currently available?

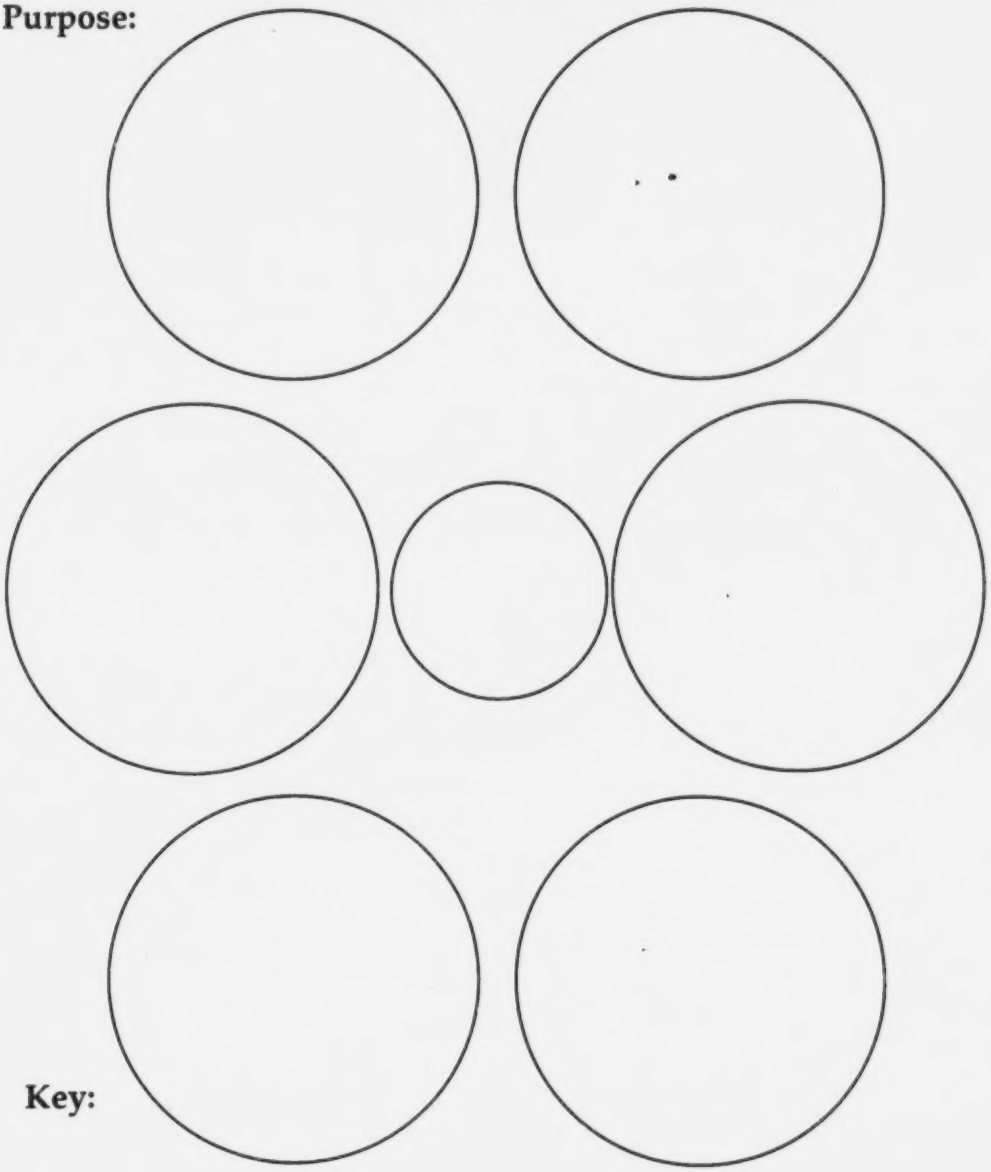
What is the "fit" between identified needs and resources (potential or actual) for meeting those needs?

How can we infuse student and class room needs with potential and/or actual resources?

What additional resources are or could be made available?

Team Environmental Assessment Mapping System (TEAMS)

Purpose:



Key:

Solving the Problem

(Analyze TEAMS)

This meeting is set for _____(date),_____(time)

Team members present:

1.	**2.**
3.	**4.**
5.	**6.**

I. The Problem:

What questions would help the team understand the instructional needs of the target student as illustrated by the TEAMS?

II. Analyze the Problem:

Clarify the problem in operational terms:

Variable	**Problem? Yes**	**No**

Rewrite the problem as a question:

III. Explore Alternatives:

Brainstorm
(_____ minutes)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Consensus Forming
(_____ minutes)

1.
2.
3.

IV. Select Strategy:

V. Clarify Strategy:

Action to be Taken (What/How)	Person Responsible (Who)	Begin End Dates (When)	Where (Where)

VI. Implement Strategy:

Next meeting: **(date),** **(time)**

Comments:

VII. Evaluate Outcomes:

Evaluate the What/How

Data Collection method to be used:

Action to be Taken (What/How)	Person Responsible (Who)	Begin End Dates (When)	Where (Where)

Curriculum Matrixing

Curriculum matrixing is a procedure used to incorporate the instructional goals and objectives of a student into typical school (and/or community) activities.

Seven Steps for Curriculum Matrixing

Identify critical skills

Write critical skill areas on the vertical grid

Write the class schedule on the horizontal grid

Write time frames under each scheduled event

Write classroom activities that address critical skills

Describe instructional arrangements

Identify teacher(s) responsible for delivery and/or evaluation

Curriculum Matrix

Classroom Teacher: *Mr. Turner (7th Grade)*

Instructional Arrangement

a) cooperative learning groups
b) peer tutor
c) large classroom group instruction
d) individualized instruction
e) community based
f) peer buddy
g) self-monitoring
h) small group involvement

Student Name: *David*
Date: *1st 9 weeks*

Critical Skills (IEP Domain)

	Subject: Home Base **Time:** 8:00-8:45	**Subject:** Math **Time:** 8:50-9:35	**Subject:** Science **Time:** 9:40-10:25	**Subject:** Civics **Time:** 10:30-11:15
Basic Math Skills		d) Regrouping in addition & renaming in subtraction to 4-digit numbers (3) (9)	a) linear, volumnar, weight, temperature - c) science law models (1) (9)	
Basic Reading Skills		Initial opening discussion - current topics (articles, etc...) (1)		a) media search to select candidates, explore issues b) presentation on above topics (4)
Self-esteem	Who am I? peer buddy - check list of interactions (1)			a) political cartoon + slogan/posters (4)
Social Interactional Skills	Who am I? a) verbal contributions to group discussions ___ x 5 days (1)			a) panel representing their candidate f) campaigning for his candidate (4)
Written Language	a) end of unit - summarize feelings on paper (1)		a) recording lab results (1)	a) campaign literature + political campaigns
Study Skills		g) time on task - increasing # of problems completed (3)		

Subject: Lunch **Time:** 11:20-11:50	**Subject:** English **Time:** 11:55-12:40	**Subject:** P. E. **Time:** 12:45-1:30	**Subject:** Foods **Time:** 1:35-2:20	**Subject:** Art **Time:** 2;25-3:00
			a) same age - volumnar weight in baking cookies (liquid) e) money measurement - shopping (7)	c) drawing to scale (3) (9)
	a) peer books & other materials practice reading on tape + sight words + word attack skills (5) (9)	a) exploring sport activity b) presenting on topic- provides reading material	a) chapters - answer questions d) word identification - shopping (7) (9)	f) reading about great artist (3)
f) eat with peer buddy and peers- principal to monitor ↕	illustrate with other student's books - computer graphics d) book report via pictures (5)			a) group art projects (3)
↕ sitting with groups - verbally interacting	a) peer books & discussion with peer to determine how to illustrate books (5)	a) team sports - active participation	a) verbal contributions appropriate to group task (cooking) (7)	
	a) writing stories within the group co-author - use of computer to spellcheck (5) (9)			
	a) listening - comprehension (5)			

Step 1: Identify critical skill areas.

What skills and behaviors are important to the student in current and future environments?

Step 2: Write critical skill areas on the vertical grid.

How can the critical skills identified be organized into larger areas or domains?

Step 3: Write the class schedule on the horizontal grid.

What are the naturally occuring events across the typical school day?

Step 4: Write timeframes under each scheduled event

What times do typical events occur across the school day?

Step 5: Write classroom activities that address critical skills.

What naturally occuring activities can be used for instruction for dentified critical skill needs?

Step 6: Describe instructional arrangements.

What modifications need to be made to instructionally include a student in typically occuring instructional settings?

Step 7: Identify teacher(s) responsible for instructional delivery and / or evaluation.

What naturally occuring activities can be used for instruction for identified critical skill needs?

Curriculum Matrix

Student Name:_____
Classroom Teacher:_____
Instructional Arrangement

a) cooperative learning groups
b) peer tutor
c) large classroom group instruction
d) individualized instruction
e) community based
f) peer buddy
g) self-monitoring
h) small group instruction

Critical Skills (IEP Domain)	Subject: Time:	Subject: Time:	Subject: Time:	Subject: Time:

Subject: Time:	Subject: Time:	Subject: Time:	Subject: Time:	

References

Campbell, P.C., & Campbell, C..R. (1993). Team Environmental Assessment MappingSystem (TEAMS), Unpublished manuscript.

Peterson, M., LeRoy, B., Field, S., & Wood, P. (1992). Community-referenced learn ing in inclusiveschools: Effective curriculum for all students. In Stainback, S. & Stainback, W., Curriculum considerations in inclusive classrooms: Facilitating learning for all students (pp.207-226). Maryland: Brookes Publishing Co.

Pretest/Posttest

Directions: Circle T if the answer is true or F if the answer is false.

1) T F The questions asked in the TEAMS process are usually the same for all students.

2) T F Curriculum matrixing is a process that meshes special education objectives of a student w/disabilities with those of the curriculum for a student w/o disabilities.

3) T F TEAMS is a process that provides a pictorial representation of the student's school environment and his relationship to that environment.

4) T F TEAMS can be adapted to serve many different purposes for depicting the needs of an individual with disabilities.

5) T F TEAMS, the IEP, and the Inclusion Checklist are useful tools for identifying critical skill needs for students with disabilities.

6) T F The process for problem solving typically does not prove useful when deciding the best way of including a student with disabilities in the regular classroom curriculum.

7) T F The curriculum matrixing chart designates persons responsible for providing instruction as well as type of instructional arrangement to be used for the student with disabilities.

8 T F The curriculum matrix is useful for "mapping" out the student's schedule on a daily basis for academic purposes as well as for nonacademic opportunities.

9) T F The TEAMS process is most useful when completed after the IEP meeting.

10) T F The curriculum matrixing process assumes the use of cooperative learning groups in instructional situations.

Trainee Notes

Module 2

Curriculum Matrixing

Building Inclusive Schools

Innovative Practices that Support Students with Diverse Learning Abilities in Neighborhood Schools

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Module 2

Curriculum Matrixing: Planning and Adaptation of Skills that Promote Inclusion

Trainer Guidelines

Developed by:

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1.0 Overview

1.1 Objectives

Curriculum Matrixing Objectives
Page 1 -Trainee Workbook

- ❑ *The trainee will...*

  use the TEAMS process to illustrate and analyze the interactions of the school environment and sub-environments of a students with diverse learning abilities.

  demonstrate curriculum matrixing skills by planning the inclusion of IEP goals and objectives of one student with disabilities into the general education curriculum.

1.2 Pretest

Optional - see *Pre/Posttest Section*

T#1

CurriclumMatrixing Objectives

The trainee will . .

use the TEAMS process to illustrate and analyze the interactions of the school environment and sub-environments of a student with diverse learning abilities.

demonstrate curriculum matrixing skills by planning the inclusion of IEP goals and objectives of one student with disabilities into the general education classroom.

2.0 Planning for Inclusion

2.1 Identifying Curriculum Supports

- *Historically, curriculum models used by general and special education were perceived as different from one an other.*

  This perception resulted in separate curricular goals and instructional delivery for students with and with out diverse learning abilities.

  Typically, students without diverse learning abilities were isolated from their nondisabled peers.

  The curricular goals of students with special educational needs were routinely addressed in separate classrooms, buildings, and/or schools.

- *The curriculum goals of students with disabilities may appear to be very different from those of their peers without disabilities.*

  However, if the curriculum of a school preports to prepare students to live, work, and play in an ever changing society the educational needs of all students are more alike than different.

- *If curriculum is what is learned in school, then it becomes important that curriculum includes knowledge,skills, and opportunites that prepare students to become productive, active citizens.*

For example, all students need communication, social, and problem solving skills as well as basic and/or functional academic content.

- *As schools adopt an inclusive phi losophy (the belief that students are not excluded because they are differ ent) new ways of incorporating the learning objectives of all students*

- *When incorporating the needs of individual students with diverse learning abilities within the general education framework a number of factors need to be considered.*

  First, the strengths, needs, and wants necessary for the student to successfully participate in school, home and community life (as written in the IEP) are reviewed by the team.

  This information may provide the team with a clearer picture of how these relationships impact on the student's life in a variety of environ ments.

  Additionally, the team needs information related to the curricular expectations for the school, class, and instruction.

- *A process useful in organizing information that characterizes student environmental interactions for current and future environments is called Team Environmental Assessment Mapping System (TEAMS) (Campbell & Campbell, 1993).*

T#2

Team Environmental Assessment Mapping System

Team contributes information

Environments in which a student lives, works, and plays

Assess the impact of environments on educational decisions

Map the student's environments

Systematic process for gathering, analyzing, and using student environmental information

3.0 TEAMS

3.1 Implementing the TEAMS Process

Team Environmental Assessment Mapping System
Page 2 - Trainee Workbook

- ❑ *Teams of people contribute information. Gathering information about a student is facilitated when a team contributes.*

  A team may include a variety of individuals who make educational decisions about a student.

- ❑ *Environments in which a student, lives, works, and plays are important. Students live, work, play, and have interpersonal interactions in many environments.*

  Environments are places (community, school, classroom) or situations (cooperative learning group, work team, social events).

- ❑ *Assessing the impact of environments on educational decisions provides useful information.*

  Gathering information about a student to assess the impact of environments on educational decisions is useful to teachers.

  Assessment is the process of analyz-

ing the information gathered.

- *Mapping the student's environments provides a clear picture of student interactions.*

  The product of the information gathering process is a map.

  A map is a pictorial representation of a student's environments and his/her interaction within and among them.

- *Systematic process for gathering, analyzing, and using student environmental information.*

  When all the pieces of TEAMS come together a systematic process for gathering, analyzing, and using student environmental information results.

  The system is an interdependent group of items forming a unified whole.

Five Steps to TEAMS Process
Page 3 - Trainee Workbook

1. *Determine the purpose of TEAMS*
2. *Determine sub-environments*
3. *Develop TEAMS questions*
4. *Draw TEAMS*
5. *Analyze TEAMS*

T#3

Five Steps to TEAMS Process

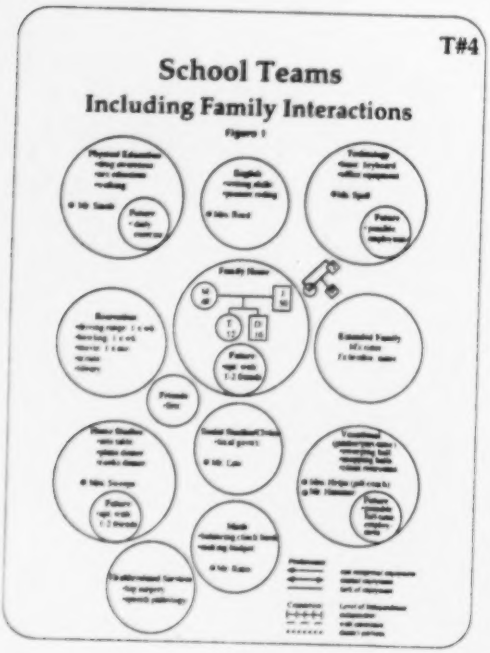
Determine the Purpose of TEAMS

Determine Sub-environments

Develop TEAM Questions

Draw TEAMS

Analyze TEAMS



- *TEAMS is useful when conducted prior to referral, prior to assessment, prior to the IEP meeting, prior to placement, and prior to instructional decisions.*

David'sTEAMS
Including Family Interactions
Page 4 - Trainee Workbook

- *This is an example of a completed School TEAMS for David.*

3.2 Determining the Purpose of TEAMS

Step 1: Determine the Purpose of TEAMS
Page 5 - Trainee Workbook

- *The first step in TEAMS is to determine the purpose.*

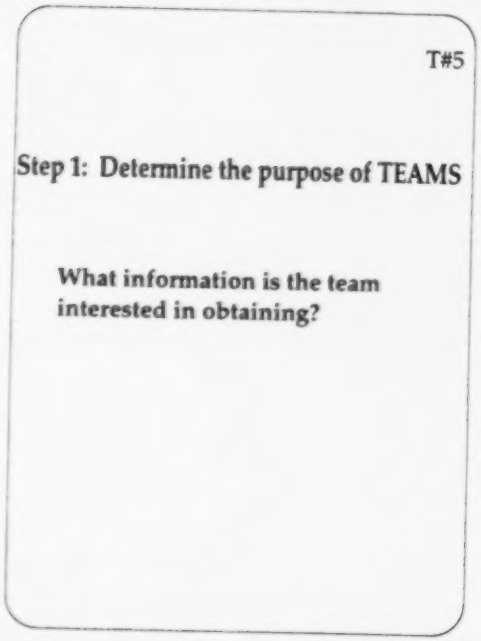
  What type of information is the team interested in obtaining?

  For example, is the team interested in the student's interactions with family and friends outside of school?

  Or, is the team primarily interested in the student's interactions with his/her friends during classes and/or non-structured school times?

- *TEAMS can be designed to map student interactions in any number of environments.*

- *David's TEAMS addresses the question "What are David's academic*



and social interactions within the school environment?"

- ❑ *Once the team has decided the purpose of the assessment, the next step is to decide what sub-envirnoments to include.*

3.3 Determining the Sub-envirnoments

T#6 Step 2: Determine Sub-environments
Page 6 - Trainee Workbook

- ❑ *Sub-environments are determined by answering the question, "What smaller settings or situations make up the larger environment? Possible sub-environments could include:*

  academic/nonacademic courses
  extracurricular activities
  absolutes(i.e. recess, lunch, etc.)
  family/home
  health services
  extended family
  friends and/or significant others
  recreation/liesure activities
  vocational training/services
  domestic activities
  community activities
  spiritual involvements
  other

- ❑ *Sub-environments will vary from student to student.*

  Sub-environments may also change across time.

- ❑ *Sub-environments in David's TEAMS include:*

T#6

Step 2: Determine sub-environments

What smaller settings or situations make up the larger environments?

academic classes
classes that are nonacademic
friends/social networks
community recreational programs
immediate/extended family
vocational activities
health services

- ❑ *The team is now read to provide specific informantion for each sub-environment.*

- ❑ *Look at the different types of lines that are shown on this example.*

  Under preferences, a solid line with an arrow on one end indicates non-reciprocal enjoyment, a line with ar rows on each end indicates mutual enjoyment, and a solid line without arrows indicates a lack of enjoyment.

  These preference lines are used to show the type of relationship the student has with various individuals and subject matter.

- ❑ *For this student connection lines were drawn that depicted the level of independence with which the student performed particular skills.*

  A hatched line indicates that the student is able to perform this skill independently.

  For example, when this student attends a movie with his brother, he is able to perform the skills necessaryto attend the movie without assistance.

Look at the skills listed in the circle entitled "vocational".

There is a dashed line that connects the student to the circle. This indicates that the student performs these skills with assistance.

Dotted lines signify that this student does not perform the skill at all.

One is able to see that he has no extracurricular activities in which he participates.

There are also circles included in the large circles for future plans.

These circles are blank indicating that there has been no discussion of future plans for Eddie in these areas.

Also if you look at the ledger for illustrating relationships located in the bottom corner, a solid line indicates this time is spent in the regular classroom.

A dashed line indicates weak interactions occur during this time.

3.4 Developing TEAMS Questions

Step 3: Develop TEAMS questions
Page 7 - Trainee Workbook

- ❑ *After deciding the purpose, identifying the environment and sub-environments, the next step is to develop a series of specific questions*

T#7

Step 3: Develop TEAMS questions

What specific questions identify student interactions within and among sub-environments?

9

T#8

TEAMS Questions

Family/Home

1. Who lives at home with_____?
2. What is their relationship to_____?
3. How old are they?
4. What does (relative's name) enjoy doing _____?
5.

Friends and Significant Others

1. Who are_____'s friends?
2. How old are they?
3. What types of activities does_____ like to do with them?
4. Where do they like to go?
5.

Classroom (academic)

1. What academic classes are scheduled for _____?
2. Where does_____receive instruction in math, reading, social studies, etc.
3.
4.
5.

Extra Curricular

1. What after school activities does _____participate in?
2. Are these activities positive/not positive _____?
3.
4.
5.

to identify student interactions within and among the sub-environments.

TEAMS Questions
Page 8 - Trainee Workbook

- *For example, some of the questions David's team considered under the sub-environment "Family/Home" included:*

  Who does David live with?

  What is their relationship to him?

  What are their ages (if appropriate)?

  What does David enjoy doing with family members?

- *Additional questions for other sub-environments were developed by the team.*

  Typically questions include:

  What regular education classes does the student attend?

  Is there instruction outside the regular classroom?

  Who are his/her friends?

  What are his/her interests outside of school?

- *After entering the information under the various headings, the next step is to illustrate relationships that exist among sub-environments.*

3.6 Drawing the TEAMS

T#9 **Step 4: Draw TEAMS**
Page 9 - Trainee Workbook

- *The next step is is to decide how to illustrate student interactions among sub-environments.*

  This step requires team members to choose symbols and markers for the mapping process.

T#9

Step4: Draw TEAMS

How will student interactions among sub-environments be illustrated?

T#10 **Symbols and Markers**
Page 10 - Trainee Workbook

For example, typical symbols include:

sub-environments represented by a large circle,

smaller circles within large circles representing future environments, and

males indicated by small squares and females by small circles.

- *David's TEAMS is on page 4 of the Trainee Workbook (T # 5)*

T#10

Symbols and Markers

Sub-environments

Large circles = sub-environments

Smaller circles within large circles = future environments

People

Small squares = males

Small circles = females

T#11

Legend

(+) = Strong positive interaction

(-) = Strong negative interaction

— — — = Weak interaction

+ + + + = Tenuous interaction

⟵ = Reciprocal interaction

⟶ = One direction interaction

ooooo = Independent performance

●●●●● = Needs assistance

T#11 Legend
Page 11 - Trainee Workbook

- *Relationships are illustrated by different types of lines.*
- *The types of lines to be used and what they represent must be decided.*

  For example:

  solid lines represent strong relationships,

  brokens lines represent weak interactions, and

  hatched lines represent tenuous interactions.

  The direction of the interactions is represented as reciprocal or one directional using arrows.
- *Instructional interactions can also be illustrated.*

  For example:

  A line of open circles represents independent performance on a skill or routine.

  A line of darkened circles represents that assistance is needed.
- *When there are many different types of relationships different colored lines are used.*
- *It is suggested that the symbols, markers, and legend used be*

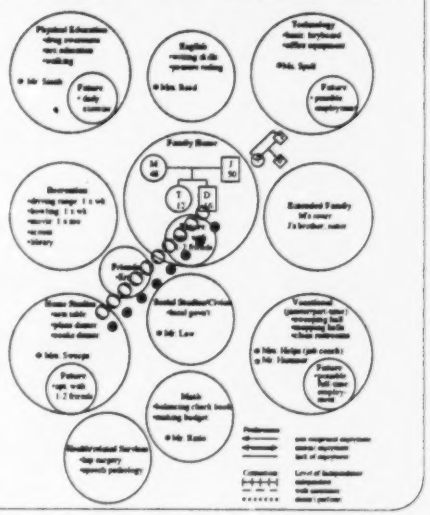
indicated somewhere on the map.

T#12 School TEAMS Example
Page 12 - Trainee Workbook

- *This example demonstrates how instructional interactions can be represented by TEAMS.*
- *The line of open circles drawn from the student to home studies shows that the student can set the table independently.*

  The darkened circles indicate that assistance in cooking a meal is needed.
- *The final step in the process is to analyze and make program decisions.*

School TEAMS
Instructional Sub-environments



3.6 Analyze TEAMS

T#13 Step 5: Analyze TEAMS
Page 13 - Trainee Workbook

- *The next step in TEAMS is to propose a list of questions that can be used to anlayze the informattion on the TEAMS map.*

  The questions will vary depending on the purpose of the TEAMS.

  These questions serve as a guide to the team's understanding of the student across multiple environments.

  This information can aid the team's efforts to plan curricular goals and objectives for the student.

T#13

Step 5: Analyze TEAMS

What questions does the team need answered about student interactions within the identified environment?

T#14

Community Interaction Questions

What are the needs (current and future) versus wants of the student and family?

Are the needs of this student and family being met?

What resources are currently available?

What is the "fit" between identified needs and resources (potential, actual) for meeting those needs?

How can we match student and family needs with resources(potential, actual) ?

What additional resources are/could be made available?

Community Interaction Questions Page 14 - Trainee Workbook

- *Some collaborative planning teams structure questions to provide in sight into planning transitions to future environments, identifying current resources, as well as securing resources that may be needed in the future.*

- *The following questions are typical if the purpose of TEAMS is to detemine student interaction in his/her community evironment.*

  What are the needs (current and future) versus wants of the student and family?

  Are the needs of this student and family being met?

  What resources are currently available to meet the needs of the student and family?

  What is the "fit" between the identified needs and resources (potential or actual) for meeting those needs?

  How can we match student and family needs with (potential, actual) resources?

  What additional resources are/could be made available?

Community Interaction Questions
Page 15 - Trainee Workbook

- *The following questions were used to analyze the David's instructional interactions.*

  What are the instructional needs of this student?

  What type of relationships exist for this student in academic/non-academic classes?

  What resources are currently available?

  What is the "fit" between identified needs and resources (potential or actual) for meeting those needs?

  How can we infuse student and classroom needs with potential and/or actual resources?

  What additional resources are/could be made available?

3.7 Additional Comments

- *It is suggested that individuals from each sub-environment participate in TEAMS development.*
- *It is useful if one team member is designated as the facilitator.*
- *Thirty to 45 minutes is typically adequate for completing TEAMS.*

T#15

School Interaction Questions

What are the instructional needs of this student?

What type of relationships exist for this student in academic and non-academic classes?

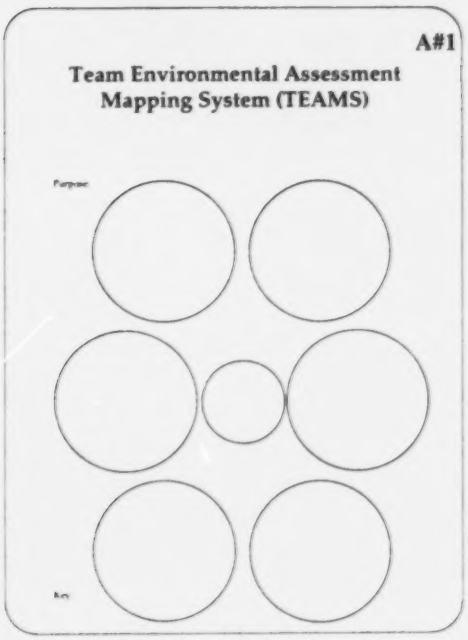
What resources are currently available?

What is the "fit" between identified needs and resources (potential or actual) for meeting those needs?

How can we infuse student and class room needs with potential and/or actual resources?

What additional resources are or could be made available?

60


A#1

Team Environmental Assessment Mapping System (TEAMS)

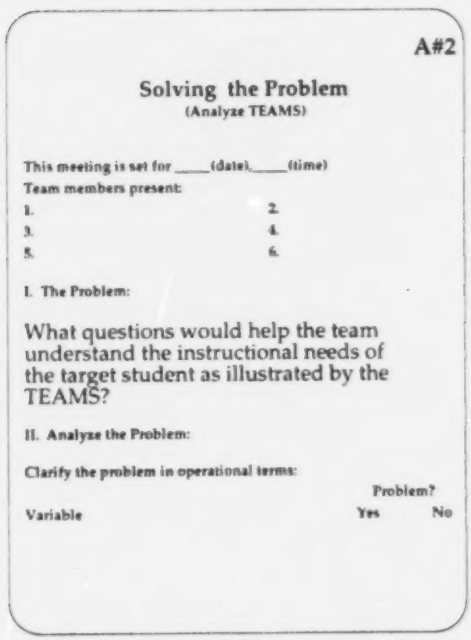
Purpose:

Aim:

A#1 Team Environmental Assessment Mapping System Page 16 - TraineeWorkbook

- ❑ *Have each team use the TEAMS process to assess the instructional interactions of a student of their choice.*
- ❑ *A form is provided in the Trainee Workbook.*

  Chart paper could also be used.
- ❑ *Allow 30-45 minutes to complete this activity.*
- ❑ *Ask a representative from each team to present their TEAMS to the entire group.*


A#2

Solving the Problem
(Analyze TEAMS)

This meeting is set for ____(date)____(time)
Team members present:
1. 2.
3. 4.
5. 6.

I. The Problem:

What questions would help the team understand the instructional needs of the target student as illustrated by the TEAMS?

II. Analyze the Problem:

Clarify the problem in operational terms:

Variable	Problem? Yes	No

A#2 Solving the Problem (Analyze TEAMS) Page 17 - TraineeWorkbook

- ❑ *For the TEAMS completed for Activity 3, develop a list of questions that would help the team analyze the information.*
- ❑ *Allow 30-45 minutes to complete this activity.*
- ❑ *Ask a representative from each team to present their TEAMS to the entire group.*

4.0 Designing an Inclusive Curriculum

4.1 Integrating Curricula via Curriculum Matrixing

- *The TEAMS process is useful for highlighting a student's curricular and social interactions.*

  As noted previously, it is helpful in providing information for IEP goals and objectives.

  After the IEP is written, the team can begin to plan ways of implementing student objectives in appropriate inclusive settings.

- *Curriculum matrixing is one method effective teams use to include the IEP objectives of a student with diverse learning abilities into the daily routine of a typical classroom.*

Curriculum Matrixing
Page 21 - Trainee Workbook

- *Curriculum matrixing is a procedure used to incorporate the instructional goals and objectives of a student into typical school and/or community activities.*

- *Curriculum matrixing provides a simple framework for the team to identify opportunities for teachers to plan togehter to provide for the in structional needs of students with diverse learning abilities in inclusive schools.*

T#16

Curriculum Matrixing

Curriculum matrixing is a procedure used to incorporate the instructional goals and objectives of a student into typical school (and/or community) activities.

62

- *There are many applications for curriculum matrixing, some include:*

  part of a formal process of curriculum analysis and planning for teams of teachers or indiviudal teachers,

  informally as a guide to developing relationships between IEP goals related to life activities and school typical subjects,

  ensuring that applied activities and skills a varying levels of difficulty occur thoughout the school day and across environments, and

  a framework for evaluating the degree to which a particular class or activity is providing opportunities for applying skills in relevent school/community settings (Peterson, Leroy, Field, & Wood, 1992).

- *Many opportunities exist within the regular classroom and the school community to instructionally include students with disabilities.*

- *Use of a curriculum matrix can aid the instructional team in scheduling personnel and instructional resources that maximize instructional inclusion of all students.*

Seven Steps to Curriculum Matrixing
Pages 22 -Trainee Workbook.

❒ *There are seven steps involved when completing a curriculum matrix.*

They include:

1. *Identify critical skill areas*
2. *Write critical skill areas on vertical grid*
3. *Write class schedule on horizontal grid*
4. *Write time frames under each schedule event*
5. *Write classroom activities that address critical skills*
6. *Describe instructional arrangements*
7. *Identify teacher(s) responsible for delivery and/or evaluation*

T#17

Seven Steps for Curriculum Matrixing

Identify critical skills

Write critical skill areas on the vertical grid

Write the class schedule on the horizontal grid

Write time frames under each scheduled event

Write classroom activities that address critical skills

Describe instructional arrangements

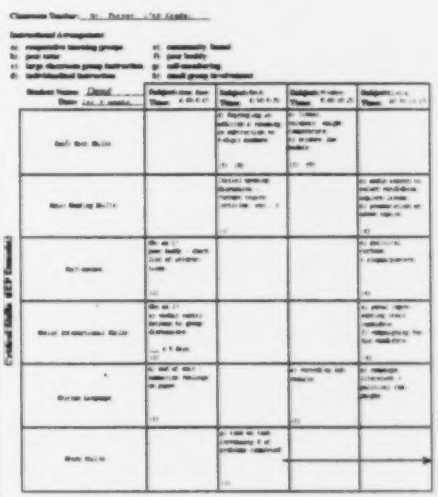
Identify teacher(s) responsible for delivery and/or evaluation

Curriculum Matrix
Pages 23-24 -Trainee Workbook

❒ *This is an example of a completed curriculum matrix for Joe S., a seventh grade student with diverse learning abilities.*

T#18

Curriculum Matrix



T#19

Step 1: Identify critical skill areas

What skills and behaviors are important to the student in current and future environments?

T#20

Step 2: Write critical skill areas on the vertical grid

How can the critical skills identified be organized into larger areas or domains?

Step 1: Identify the critical skill areas
Pages 25 -Trainee Workbook.

- ❒ *The first step is to identify critical skill areas.*

  Critical skills are those skills/behaviors identified as important to the student in current and future environments.

  Information related to criticial skill areas can be obtained from:

  TEAMS,
  District Curriculum,
  IEP, and the
  School Profile

  For example: for Joe S., a seventh grade student, critical skills included functional academic skills in the areas of math, reading, and writing. Other critical skills were identified in terms of his social and emotional development. (See T#18)

Step 2: Write critical skill areas on vertical grid
Pages 26 -Trainee Workbook.

- ❒ *The next step is to organize critical skills into larger curricular areas or domains.*

  These critical skill areas are typically IEP domain areas.

  For example: in the Joe S. example, Basic Math Skills, Basic Reading

Skills, Self-esteem, Social Interaction Skills, Written Language, and Study Skills were identified by the TEAMS process, and encorporated into the student's IEP as critical skill areas (domains). (See T#18)

Step 3: Write the class schedule on the horizontal grid
Pages 27 -Trainee Workbook.

- ❒ *The next step is to write the class schedule on the horizontal grid.*

  Include academics by domain, (math, science, civics, history, health, etc.) nonacademic, and typical activities (such as lunch).

  Any portion of the typical day that could be used for instruction should be included.

  For example: for Joe S., the typical seventh grade student schedule includes four academic classes (math, science, civics, and English); physical education, and two electives (art and foods for Joe). Home Base and lunch are also included in Joe's matrix because these are times during the day when critical skill needs can be addressed. (See T#18)

Step 4: Write timeframes under each scheduled event
Pages 28 -Trainee Workbook.

- ❒ *The next step is to add the times*

T#21

Step 3: Write the class schedule on the horizontal grid

What are the natuarlly occuring events across the typical school day?

T#22

Step 4: Write timeframes under each scheduled event

What times do typical events occur across the school day?

(beginning and ending) under each scheduled event on the horizontal grid.

For example: David's school day begins at 8:00 AM and ends at 3:00 PM.

At the middle school classes are 45 minutes in length with a 30 minute lunch period. (See T#18)

Next, write the classroom activity that addresses specific IEP objectives.

The IEP objective can be identified by number if desired.

Describe the instructional arrangement to be used.

Typical instructional include:

a) cooperative learning groups

b) peer tutor

c) large classroom instruction

d) individualized instruction

e) community based activity

f) peer/buddy

g) self monitoring

h) small group instruction

Step 5: Write classroom activities that address critical skills
Pages 29 -Trainee Workbook.

- *The next step is to write the naturally occuring activities under each time period (or class) that could be used as an instructional opportunity for a critical skill need.*

  For example: For David, instuction in basic math skill needs can occur (naturally) during math , science, foods, and art classes. (See T#18)

  Specific activities planned to meet his instructional needs are listed.

- *Some instructional planning teams have found it useful to list a student's curricular objectives in the blocks according to academic area.*

  IEP objectives could be also identified by numbers that correspond to the IEP numbering system if the planning team desired.

Step 6: Describe instructional arrangements
Pages 30 -Trainee Workbook.

- *The next step is to describe any modifications necessary to instuctionally include a student in naturally occuring activities.*

- *Different instructional arrangements are listed and assigned a letter*

T#23

Step 5: Write classroom activities that address critical skills

What natuarlly occuring activities can be used for instruction for identified critical skill needs ?

T#24

Step 6: Describe instructional arrangements

What modifications need to be for made to instructionally include a student in typically occuring instructional settings ?

T#25

Step 7: Identify teacher(s) responsible for instructional delivery and/ or evaluation

What natually occuring activities can be used for instruction for identified critical skill needs ?

code.

Some of these arrangements include, but are not limited to:

cooperative learning groups,

peer tutoring situations,

large classroom group instruction,

one-to-one instruction, and

peer buddy arrangements

- *Other options could include community based instruction and self-monitored instruction if appropriate.*

Step 7: Identify teacher(s) responsible for instructional delivery and/or evaluation
Pages 31 -Trainee Workbook.

- *In the final step the team decides who will assume responsiblity for the instruction and evaluation of each of the activities or objectives targeted.*

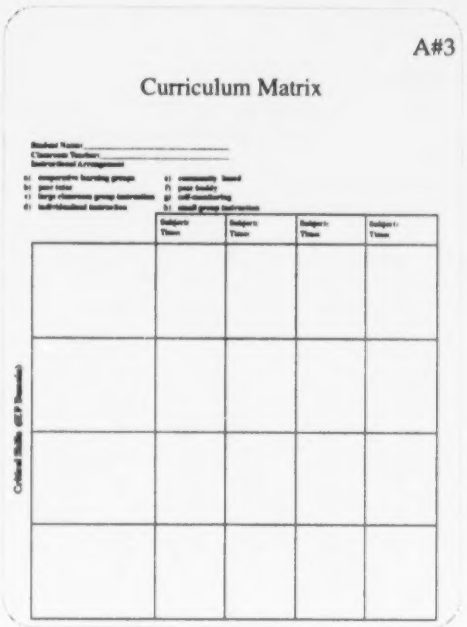
  For example: for David, instructional responsiblity is typically assumed by the classroom teacher (math activities occur in the math class and the math teacher (coded 3) isresponsible for instruction). (See T#18)

  In addition, the special education teacher (coded 9) provides support when requested by the classroom teacher.

A#3

Curriculum Matrix
Pages 32 -33 Trainee Workbook

- ❑ *Have each team complete the curriculum matrix for the student used in Activity #1, TEAMS process or a student of their choice.*
- ❑ *A Curriculum Matrix is found in the Trainee Workbook.*
- ❑ *Allow 45-60 minutes to complete this activity.*
- ❑ *Ask a representative from each team to present their team's matrix to the entire group.*


A#3

Curriculum Matrix

4.1 Post Test

Optional - see Pre/Post Test Section

Trainer Notes